

Indiana Commission for Higher Education
Indiana Board for Proprietary Education

**Out-of-State Institutions and
In-State Proprietary Institutions Offering Instruction in Indiana
with a Physical Presence in the State**

DEGREE APPLICATION
(New or Renewal program)

Use the <tab> key to advance to the next field, or select a field by clicking the cursor.

Name of Institution **The Art Institute of Indianapolis**

Name of Program **Instructional Technology & Design**

Level of Degree (AAS, AS, AA, BAS, BA, BS, MBA, MAS, MA, MS, Ph.D.) **BS**

Name of Person Preparing this Form **Michele Zollner**

Telephone Number **412-995-1879** **Application Type**

Date the Form was Prepared **February 27, 2015** Initial
(Revise date after any revision) Revised on 5/20/2015

I. PROGRAM OBJECTIVES: Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

Program Description

The Bachelor Degree Program in Instructional Technology & Design is an eleven-quarter, 180-credit, program designed to educate students in the creation of digital learning environments, merging digital design and curriculum development. Students will design effective and innovative learning solutions and environments intended to facilitate optimum learning opportunities for a range of audiences and purposes.

The Instructional Technology & Design degree program emphasizes hands-on learning and utilizes industry-related technology and software. Course topics in the Instructional Technology & Design degree program include learning theories, instructional strategies, curriculum development, learning management systems, typography, interface design, user experience design and web development.

The Instructional Technology & Design program at The Art Institutes is the first step toward a career in the creative development of learning and training resources. Initially, students develop an understanding of the elements of learning theory and its practical application, instructional design, curriculum development, learning management system design and emerging technology. As they progress through the program, students are trained in creative problem solving and learn to offer solutions that are effective in the instructional design field applicable on various mediums. Throughout the program students gain an understanding of the analysis, design, development, implementation, and evaluation of training and instructional materials.

With an Instructional Technology & Design degree, graduates can pursue entry-level jobs such as eLearning Instructional Designer, Curriculum Developer (Virtual), Hybrid Learning Assessment Specialist, Instructional Designer, Instructional Designer & Development Specialist, Learning & Development Virtual Classroom Manager, and Instructional Designer/Technologist.

Program Mission

The mission of the Instructional Technology & Design degree program is to provide a focus on the design and creation of effective learning delivery systems while developing skills in curriculum development and web development. Graduates are prepared to grow their careers from entry-level positions in the instructional design and technology field through practice of lifelong learning. Instructional Technology & Design graduates are prepared to meet the challenges of the continually changing marketplace and profession.

Program Objectives

In the Bachelor Degree Program in Instructional Technology & Design students will:

- Learn to utilize existing and emerging learning technologies to create technology-base learning environments
- Gain an understanding of User Experience Design (UXD) and how it applies to online educational formats
- Possess an advanced understanding of elements of learning theory and its practical application
- Know how to develop and implement instructional strategies intended to meet the educational needs of specific audiences
- Learn advanced competencies for the integration of various multimedia components and materials into online instructional frameworks
- Learn essential skills in the development of course and program curricula

II. PROGRAM STRUCTURE: List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

Name of Program: _____ **BS in Instructional Technology & Design**

Total Course Hours: 180 Check one: Quarter Hours X
 _____ Semester Hours _____
 _____ Clock Hours _____

Tuition : \$73,620 Length of Program: 121 weeks

SPECIALTY COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
DFVA208	Media Business Practices	3
FND105	Design Fundamentals	3
FND135	Image Manipulation	3
FND150	Digital Color Theory	3
GADA302	Mobile & Social Game Design	3
GWDA101	Applications & Industry	3
GWDA111	Introduction to Layout Design	3
GWDA112	Typography- Traditional	3
GWDA122	Typography- Hierarchy	3
GWDA132	Information Architecture	3
GWDA133	Fundamentals of Web Design	3
GWDA202	Interface Design	3
GWDA204	Introduction to Writing for Interactive Media	3
GWDA243	Object-Oriented Scripting	3
GWDA273	Intermediate Web Design	3
GWDA303	Interactive Motion Graphics	3
GWDA353	Server-Side Scripting	3
INSA103	Instructional Technology Integration	3
INSA105	Psychology of Learning	3

INSA115	Learning Theories & Strategies	3
INSA125	Foundations of Instructional Design	3
INSA202	Curriculum Design	3
INSA205	Developing Instructional Materials I	3
INSA207	Evaluation, Assessment & Analysis of Learning	3
INSA212	Advanced Instructional Design	3
INSA215	Developing Instructional Materials II	3
INSA217	Interaction Management	3
INSA302	User Experience Design	3
INSA303	Digital Media Production	3
INSA305	Foundations of Game-Based Learning	3
INSA307	Introduction to Research Methods	3
INSA313	Learning Management Systems	3
INSA317	Instructional Technology & Design Project Management	3
INSA327	Instructional Technology & Design Capstone I	3
INSA402	Instructional Technology & Design Capstone II	3
INSA406 OR Elective	Internship OR Elective III	3
INSA412	Special Topics in Instructional Technology & Design	3
INSA409	Portfolio	3
	Elective I	3
	Elective II	3
	Elective IV	3
	Elective V	3

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
GE110	English Composition	4
GE115	Critical Thinking	4

GE120	College Mathematics	4
GE130	Art History	4
GE140	Speech and Communication	4
GE150	Natural Science	4
GE160	Psychology	4
GE200	Sociology	4
GE201	Historical and Political Issues	4
GE220	World Civilization	4
GE250	Anthropology	4
GE260	Research and Technical Writing	4
GE280	Conversational Spanish I	4
GE490	General Education Capstone	2

Number of Credit/Clock Hrs. in Specialty Courses: 126 / 180 Percentage: 70%

Number of Credit/Clock Hrs. in General Courses: _____ / _____ Percentage: _____

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: 54 / 180 Percentage: 30%

III. LIBRARY: Please provide information pertaining to the library located in your institution.

1. Location of library; Hours of student access; Part-time, full-time librarian/staff:

Location of Library: Second floor of Pyramid Two, 219

Hours of student access:

On campus:

Monday – Friday 7:30am – 8:00pm

Ask Today On-Call Librarian Service:

Monday – Thursday: 8am – 2am ET

Friday: 8am – 11pm ET

Saturday: 10am – 11pm ET

Sunday: 12pm – 2am ET

Full-time staff: One MLS

Part-time staff: Four student workers

Ask Today On-Call staff: Five FT and one PT MLS

2. Number of volumes of professional material:

At the campus: 6,947

Online: 198,907

3. Number of professional periodicals subscribed to:

At the campus: 71

Online: over 20,000

4. Other library facilities in close geographical proximity for student access:

Indianapolis Public Library, Indianapolis Museum of Art Library, Indiana University/Perdue University Indianapolis

IV. FACULTY: Attach completed Instructor's Qualification Record for each instructor.
**** Include all required documentation pertaining to the qualifications of each instructor.**

Total # of Faculty in the Program:	23	Full-time:	3	Part-time:	20
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Fill out form below: (PLEASE LIST NAMES IN ALPHABETICAL ORDER.)

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned	# Years of Working Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full-time	Part-time
Brittany Burtner	BS	2	.75	0		X
Heather Bussell	BS	13	3.5	0		X
Colin Cassidy	BA	7	2	0		X
Scott Chenoweth	BS	11	6	0		X
Josh Corken	BS	5	1	0		X
Kristine Costello	BA	6	5	1		X
Gregory Craddock	MEd	10	4.5	17		X
Christopher Howden	BS	2	1	0		X
John King	MS	12	5	3		X
Brian Lee	BS	8	2	0		X
Karen Lee	BS	13	3.5	6		X
Brenda Manley	BS	23	.5	0		X
Heather Miles	BS	9	3.5	9		X
Rick Morris	MS	4	.5	2		X
Chris Pickey	BS	11	2.5	0		X
Austin Pittman	MFA	9	3.5	4		X
Gregory Rowe	MFA	12	3	0		X
Josette Starks-Van	MS	8	.25	15	X	
Elizabeth Staver	MFA	8	5.5	1	X	
Roxanne Terhune	MFA	31	.5	0		X
Ed Ventura	MS	10	.5	2		X

Matt Wagner	BS	3	1	0		X
Steve Williams	BA	14	5.5	0	X	

**Supplementary Information on
Licensure, Certification, and Accreditation**

Institution: The Art Institute of Indianapolis
Degree Program: Bachelor of Science in Instructional Technology & Design
Locations: Indianapolis

State Licensure

Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?

No, graduates of this program do not need to be licensed by the State to practice their profession in Indiana.

If so, please identify

The specific license(s) needed:

The State agency issuing the license(s):

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Professional Certification

What are the professional certifications that exist for graduates of similar program(s)?

- DACUM/SCID Certification (at the Ohio State University)

What are the professional certifications that exist for graduates of similar program(s)?

Training for DACUM (DACUM is an abbreviation for Developing A Curriculum) facilitators and SCID ((Systematic Curriculum and Instructional Development) practitioners is available several times a year at the Center on Education and Training for Employment (CETE), The Ohio State University in Columbus, Ohio, or at your site by arrangement. Three types of DACUM services are available from CETE:

- A two-day workshop can be conducted in Columbus or at your location. The outcome of such a workshop is a well-developed DACUM research chart listing the duties and tasks that define the job, plus some related information.
- A five-day DACUM Institute can be conducted in Columbus or at your location if six or more persons are to be trained. This program prepares you to be a certified DACUM facilitator.
- DACUM Research Chart Bank – Approximately 200 different job analyses are available in DACUM Research Chart form. All of these represent the results of a two-day workshop conducted within the last eight years.

SCID is presented in a comprehensive 5-day workshop that enables the practitioner to learn and implement critical tasks essential for developing competency-based learner-centered curriculum and instructional materials.

Experienced SCID curriculum developers are also available to conduct task verification, task analysis, and to develop learning guides and other materials.

DACUM has multiple and subordinate uses such as Management Decision-Making, Human Resources/Organizational Development, Career Planning/Advising, Learner Assessment, certification and licensure. The process can be used for job analysis, occupational analysis, process analysis, functional analysis, and conceptual analysis. DACUM is a job occupational analysis performed by expert workers in the occupation

DACUM is an occupational skill profile which can be used for instructional program planning, curriculum development, training materials development, organizational restructuring, employee recruitment, training needs assessment, meeting ISO 9000 standards, career counseling, job descriptions, competency test development, and other purposes. The DACUM philosophy states that:

- Expert workers can describe and define their jobs more accurately than anyone else.
- An effective way to define a job is to precisely describe the tasks that expert workers perform.
- All tasks, in order to be performed correctly, require certain knowledge, skills, tools, and worker behaviors.

Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?

Graduates of the Instructional Technology & Design curriculum will have a foundation in curriculum development, curriculum technology support and instructional design. Obtaining DACUM certification will allow the candidate to become a facilitator among a group of curriculum and subject matter experts, a skill that displays leadership and growth.

Please explain the rationale for choosing each professional certification:

This certification promotes training and leadership in curriculum technology and design. It would be obtainable by graduates of the Instructional Technology & Design graduates.

Please identify the single course or a sequence of courses that lead to each professional certification:

Courses that may help students further explore this certification would include: INSA105 Psychology of Learning, INSA115 Learning Theories & Strategies, INSA103 Instructional Technology Integration, GWDA132 Information Architecture, INSA205 Developing Instructional Materials I, INSA202 Curriculum Design, INSA212 Advanced Instructional Design, GWDA204 Introduction to Writing for Interactive Media, INSA215 Developing Instructional Materials II, INSA207 Evaluation, Assessment & Analysis of Learning, INSA313 Learning Management Systems, INSA307 Introduction to Research Methods, INSA305 Foundations of Game-Based Learning, INSA305 Foundations of Game-Based Learning

In addition, a graduate may be interested in joining these professional organizations:

- AACE - Association for the Advancement of Computing in Education
- Agency for Instructional Technology - An education organization that provide technology-based resources and leadership for the instructional technology community.
- American Educational Research Association — Encourages scholarly inquiry related to education and by promotes the dissemination and practical application of research results.
- EDUCAUSE - The association for managing and using information resources in higher education.

- CELT - Center for Educational Leadership & Technology. A non-profit organization integrating technology and research.
- Educom - Integrating information technology into classrooms, curricula and research.
- Global SchoolNet Foundation - A non-profit organization involved in the development of philosophies, designs, and content of educational networking.
- International Board of Standards for Training, Performance and Instruction-
- iNACOL - International Council for K-12 Online Learning
- PIDT - Professors of Instructional Design and Technology
- AECT (Association for Educational Communications and Technology)- The Association for Educational Communications and Technology (AECT) is a professional association of thousands of educators and others whose activities are directed toward improving instruction through technology. AECT membership includes subscription to *TechTrends*, discounts to annual conferences, access to summer leadership institute, discounts to AECT publications, among others.
- ASTD (American Society for Training & Development): ASTD is one of the world's leading associations of workplace learning and performance professionals, forming a world-class community of practice. ASTD provides exclusive resources such as the
- ISPI (International Society for Performance Improvement) - ISPI's vision is that members have the proficiency and insight to customize Human Performance Technology to meet the needs and goals of their organizations and clients, so that the members are recognized as valued assets. ISPI's mission is to develop and recognize the proficiency of its members and advocate the use of Human Performance Technology. ISPI provides exclusive resources such as *PI*, *PIQ*, *PerformanceXpress* journals, job and resume posting services in a *Career Center*, and conference discounts to its members. ISPI also provides the instructional design community with development opportunities such as the *CPT (Certified Performance Technologist)* as well as professional conferences, institutes, and webinars. ISPI also has multiple state chapter organizations throughout the United States. ISPI is a wonderful instructional design organization that also offers podcasts on human performance improvement topics.
- IEEE LTF (IEEE Computer Society Learning Technology Task Force)
Emerging technology has the potential to dramatically improve learning. The purpose of this technical committee is to contribute to the field of *Learning Technology* and to serve the needs of professionals working in this field. The Technical Committee on Learning Technology (TCLT) has initiated a number of activities to promote research and development of Advanced Learning Technologies. These activities foster collaboration among academic and professional communities.
- ISTE (The International Society for Technology in Education)
The premier membership association for educators and education leaders engaged in improving teaching and learning by advancing the effective use of technology in PK-12 and teacher education. Home of NETS and ISTE's annual conference and exposition (formerly NECC), ISTE represents more than 100,000 professionals worldwide.
- The eLearning Guild is a community of practice for designers, developers, and managers of e-Learning. The eLearning Guild offers three types of membership: Associate (free), Member Plus, and Premium Member. The Associate member receives access to the *Learning Solutions eMagazine*, *Guild Research*, discussion boards, job boards, among others. The eLearning Guild offers the eLearning Community multiple online forums and conferences throughout the year. The conferences and forums are focused on the management, design, and development of eLearning. The eLearning Guild provides the eLearning community with excellent 360 degree research studies on various subjects such as learning management systems, instructional design and eLearning salary report, mobile learning, measuring learning, simulations and more.

- Sloan-C Consortium

The Sloan Consortium (Sloan-C) is an institutional and professional leadership organization dedicated to integrating online education into the mainstream of higher education, helping institutions and individual educators improve the quality, scale, and breadth of online education. Sloan-C supports the collaborative sharing of knowledge and effective practices to improve online education in learning effectiveness, access, affordability for learners and providers, and student and faculty satisfaction. Sloan C is a solid instructional design site and organization that offers its members access to journals, reports, catalogs, listservs, networking, and discounts on conferences. Sloan C offers the instructional design community with symposiums, conferences, workshops, publications, and news feeds.

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Professional Industry Standards/Best Practices

Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?

Yes

If so, please identify

The curriculum is developed utilizing:

- market research
- industry roundtables (moderated panels of subject matter experts and professionals)
- faculty assessment and feedback

Once developed and implemented, the curriculum continues to undergo review by industry professionals by the rolling three-year to five-year review cycle. Components of this review include, but are not limited to:

- analysis from graduate surveys
- analysis from employer surveys
- input from advisory board meetings
- feedback from industry professionals through career services interactions
- roundtable discussions that are part of the review process.

The specific professional industry standard(s) and/or best practice(s):

These have been incorporated into the entire curriculum, including but not limited to course objectives and software selection.

The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

The standards don't emanate from a specific organization or agency. They emanate from professionals currently working in the industry.

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Program Accreditation

Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment?

No

If so, please identify the specialized accrediting agency:

This program does not need specialized accreditation.

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Transferability of Associate of Science Degrees

Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:

Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?

This is not an associate degree.

If so, please list the baccalaureate degree(s):

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Job Titles

List specific job titles and broad job categories that would be appropriate for a graduate of this program:

Instructional Media Developer, eLearning Instructional Designer, Curriculum Developer (Virtual), Hybrid Learning Assessment Specialist, Instructional Designer, Instructional Designer & Development Specialist, Learning Designer, eLearning Specialist, Learning & Development Virtual Classroom Manager, Instructional Designer/Technologist